

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents a relevant literature dealing with this study. It covers writing skill, descriptive text, and point, illustration, explanation strategy.

2.1 Language skill

In learning English, there are four skills that student should learn. They are speaking, writing, reading, and listening. Harmer (2007) believes that language skills divided into two types, those are receptive skills and productive skill. Speaking and writing are productive skill which is learners conduct to produce language it can be an idea, thought, or feeling through one or the other form of language. Listening and reading are receptive skill which learner does not need to produce language, they receive and understand either a spoken or a written.

2.2 Writing Skill

Yulianti and Nisa (2017) believe that writing skill is specific abilities which help students or researcher put their ideas into a meaningful form. It means that writing skill is one of the basic skills that students should learn. It can help the students to memorize their ideas and develop their language. Furthermore, writing skill can help the students gain creativity and fluency in writing. First, creativity means ability to providing an innovative or give a new idea in writing. While fluency is the ability to

write and understand text quickly. If the writer comprehends those skills, they might be able to write not only for them self but also others can read and understand it.

Harmer (2007:326) mentions that writing is the complex skill which needs high attention and various stages such as planning, drafting, editing, and final version. According to Richards and Renandya (2017:303), the difficulty do not only need to generate and organize ideas to use an appropriate choice of vocabulary, sentence, and paragraph organization but also turn such ideas into readable text. In brief, writing is one of the difficult skills because it must deal with other things such as grammar, vocabulary, punctuation, and word choice. Moreover, the process of writing needs consideration such as planning and organizes the paragraph.

2.2.1 The Process of Writing

Writing is not just put a word in a paper but it is more complicated because it needs some step to make writing become a good product. Writing needs longer process than other skills. According to Harmer (2007), the process of writing is decided into four steps. Those are planning, drafting, editing, and final version.

1. Planning

This step is decided the topic and idea before starting to write. The writer might explore their mind to get many ideas and then record it in writing.

2. Drafting

The writer writes quickly the ideas to record then put it into a note or a piece of paper. The writer starts to organize the ideas and put it into word.

3. Editing

Editing is the most important step in this process. The writer might put a new idea, or remove irrelevant text, and revise it several times until produce good writing.

4. Final version

Final version is the last stage of writing process. The written text is finish and on the right order.

From the explanation above, it can be concluded that process of writing is a step of writing that are followed in order to make good paragraph. That process might be more effective for students. It will help students to focus on the process of create good paragraph through the several stages.

2.2.2 Improving Students Writing Skill

According to Oxford English Dictionary, improvement is the process of becoming or making something better. Improving students writing skill can be done if a teacher has good teaching preparation. Teacher might create a good learning process where the students participate more in learning.

Syam and Sangkala (2017) state that there are many factors that can influence the students ability to write; they are vocabulary, the interesting topics given, the interest of students in learning writing. It is important for a teacher to help and solve student's problem in writing. The teacher may use any technique and strategy for teaching writing. The improvement of students writing ability can be seen by looking at the differences previous value.

2.3 Writing Strategy

According to Shapira and Hertz-Lazarowitz (2005), strategy is actions and behaviors used by the writer to solve problems in the writing process. In brief, writing strategy in this study refers to action or series of activities in writing to solve problem in writing process and produce good writing text.

There are many benefits from teaching students to use strategy in writing. Dean (2010) mentions the benefits from writing strategy are helping the teacher to accomplish the goal more effective, developing students writing, and increasing the knowledge about writing. It means that by using strategy, it can help students to improve their writing skill and increase their knowledge so that students achieve good scores in writing class also the teacher can reach the goals.

Teacher should have some strategy to improve students writing ability. There are so many strategies in writing that can use such as parallel structure, author chair, mind mapping, round table, and PIE strategy.

2.4 Point, Illustration, Explanation Strategy

Philpot (2013:165) states that point, illustration, and explanation is a strategy that requires the students to make point, illustration, and explanation. Point is to states the argument clearly. In illustration the writer makes sentence provide evidence, it can be an example, quotes to support the claims. Explanation is explaining the relevance of the point with description to the reader.

According to Cross (1996:44), PIE strategy is a strategy used when writing a paragraph text that describes the relationship between the point and the proof. It means that this strategy is used to keeping the ideas of the writer and the writer is able to elaborate the ideas with other. In brief, the point, illustration, and explanation strategy is a strategy that is helpful as a reminder by following the three steps, those are making points, illustrating in different ways, after that explaining the point.

2.4.1 Advantages of Point, Illustration and Explanation Strategy

According to Cross (1996:44), point, illustration, explanation have some benefits, as follows:

1. Students are able to write that the strategy will help the students when writing. This strategy can be as a good process to follow in order to make the writing to be concept
2. Helps students to run their writing in good process of instruction given. These strategies can train the students to writing well and continuously improve their writing.
3. When students try to follow the steps in this strategy, it is almost automatic as using proofreading software because students indirectly followed the process automatically. Every step in this strategy is worth it for students.

From the explanation above, it can be concluded that there are many benefits to students if they use PIE strategy. It will help students easily make a concept in writing, they will have a good process of writing. Also, this strategy will save time because this strategy almost as proofreading software.

2.4.2 Procedure in Using PIE Strategy

Wallace and Bott (1989) mention that PIE strategy is divided into three steps, those are as follows:

1. The point

First students asked to select a topic by underlying one. The topic can be hot issues, music, video and other.

2. The illustration

The students find data from other sources to support the point which can be from book, internet, and journal. The data is facts, statistic, example, or opinion by other.

3. The explanation

The last step is students try to explain deeper the topic, analyze the illustration, clarifies ambiguous ideas or information to support the main ideas.

2.5 Descriptive Text

Descriptive text is text that explains or describes the characteristic of particular things. According to Wardani and Waris (2014), descriptive text is a text that gives information about a particular person, place, or thing. It means that a good description can inform the reader more details about something by made a reader imagine the object, place, or a person in their mind. It might make a new experience for the reader.

According to Bamanti and Oktaviani (2011), the generic structure of descriptive text consists of identification and description. In identification, the writer introduces the subject and identify phenomenon to be described. It tells the audience brief details about when, where, who or what of the subject. While the description means describe parts and characteristic features of the subject. It begins with a topic sentence and support sentence with evidence. The last is conclusion, in descriptive text it is optional to give the conclusion. The writer may conclude the text or restates the identification in description. The purpose is to remind about point-point in description.

The language features of descriptive are focus on a specific participant, identifying processes, and use simple present tense. Alawi(2011) believes that description text is divided into two categories, those are objective and subjective description. In objective description, the writer focuses on facts without making any personal evaluation or reaction. Usually, it is used in the sciences, business, and technology. The example of objective description are textbook and business report. While in subjective description, the writer is free to interpret the details for reader and show a personal connection. For example: describing a person, an animal and others.